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PRESENT EDUCATIONAL TENDENCIES IN CHINA

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Present Educational Tendencies in China

The greatest revolution's in a nation's history are not those carried out by force of arms. It is comparatively easy to arouse the patriotism of people in a call to arms in defense of their country. But far greater is the revolution which depends not upon outward force and stimulus but upon spiritual values, upon some vision for the future not yet realized. Even so in the history of China, the greatest movement was not that which produced an entire change of government but that which produced an entire change in their system of education and the goal of their education. In fact, however, these two movements are closely related, for political advancement must ultimately rest on educational advancement. Its educational system is therefore of greatest significance to a nation's life. It was the Greek ideal of harmonious development in education which made them such large contributors to the arts which add to the beauty of life. Just as it was the scholastic ideal which led to the stagnation in many parts of the Middle Ages. Just so it was the old system of classic education, based on the percepts of the past rather than the discoveries and needs of the present which makes China today potentially one of the world's greatest nations but actually unable to cope with the problems of national and international life which she must solve.

The revolution in China's ^System of education is not however without basis in the life of the people. For centuries she has accorded highest honors to the scholar. No one was regarded with so much reverence. Here the soldier, accorded the highest place of honor in most so called spiritually enlightened nations, was given the least honor. In China all roads to political preferment led through the examination hall. This extreme exaltation of education, however, has led to China's undoing. Her exclusive emphasis on the holding of literary degrees militated against that industrial, commercial and military development so essential to a nation's welfare. These latter occupations held no promise for the ambitious youth. The chief criticism of China, however, was not the extreme emphasis on education but in the type of education. It was entirely classical. The very same subjects were taught according to the same methods for centuries. Boys attending school in 1900 A. D. went through the same course that their ancestors of 100 A. D. studied, the basis of which was the books of Confucius and Mencius written five centuries B. C. Entering the school at an early age the boy spent five years memorizing the Books of Rites and five classics. No power of original thinking was developed. As a result, when the boy left school at the end of the first stage of his education as the majority of them did because of economic pressure, he had little understanding of the subjects which he studied. His mind was likewise set backward toward the past rather than to

the needs of the life of his day.

In the face of such conditions we may be well be surprised at the changes which have taken place in a comparatively short space of time. In a measure the Chinese mind was prepared for the change. As early as 1868 the Chinese officials recognized the inadequacy of their system in the face of international need and so established a school for training young men in the foreign languages. Several other schools were established. Young men were sent abroad to study, but the educational system as a whole was unaffected. The schools still continued to educate men for official positions, the masses were neglected. Finally in 1898 reform measures were undertaken by the Emperor Kuang Hsu which were of far reaching significance, reforms the principles of which were embodied in later educational codes. These were repressed by the Empress Dowager. The Boxer Uprising with its results to China and the Russo Japanese War were at the last the means of opening the eyes of the Empress to the fact that China could no longer live unto herself. Realizing the impotence of the Chinese people in coping with the scientific training of the Western Nations, as shown in the Boxer Uprising, the Empress likewise instituted reforms. She issued edicts encouraging modern education under private auspices. She likewise commanded the reform of the military schools and the establishment of provincial colleges in the various capitals, with middle schools and elementary schools. Under this encouragement ten colleges were established during 1901 and 1902. She likewise commanded that all graduates of the old literary system should enroll in modern schools if under 35 years of age.

The most sweeping reforms however occurred in 1905 when in an edict of September 2 she abolished the old literary system of examinations forever, examinations in which thousands competed but only the few were successful. In December of the same year she established a Ministry of Education and a modern system of public education was inaugurated. This was done after a careful study of the educational systems of Japan, Europe and the United States. The Ministry of Education was created as one of the regular departments of the government. The Minister was President. He was assisted by two Vice-Presidents and eight assistants besides many minor helpers. The work was carried on under five bureaus, that of general superintendence, technical or special education, public education, industrial and finance. In 1906 the plan was put into operation and this great nation which for several thousand years had an educational system which she considered adequate to her needs launched a system on entirely new lines. One of the first works undertaken by them was an educational survey of the whole country to furnish data for most effective work. In 1911 a Central Educational Council was formed by the government in which the members served for three years. This body met in annual session to discuss measures for improving education. The work in each province was under the direction of a commissioner appointed by the throne and a provincial council. In the smaller the local civil authorities were responsible but the work was under the direction of an officer of the government. The interest of the government thus manifested led to the rapid growth of

schools both public and private. For example the number of schools increased from 4,222 in 1905 to 52,346 in 1910. The number of scholars increased from 1207 in 1905 to 192,762 in 1905 and to 1,625,534 in 1910. In addition there was a marked increase in the number of private schools due to the favorable attitude of the government toward education. From the standpoint of statistics this was a remarkable increase when we consider the break with the past which it represented. It was the first attempt at a universal system of education.

Scarcely had the new movement been inaugurated when the revolution which led to the deposition of the Manchu Dynasty and the adoption of a republican form of government occurred. This was a serious blow to the cause of education, ~~In fact so~~ serious that the country has not yet recovered. Unsettled conditions are not conducive to the educational interests of any country. Then too funds reserved for educational purposes were turned into military channels, schools were closed and the students dispersed either to their homes or in the army. Much property was likewise destroyed both in buildings and other equipment. At present the heavy responsibilities due to a new government hinder the country from carrying out her educational policies.

Changes Wrought by the Revolution

Administration. The changes along this line were in the direction of centralization. More power was given to the central bureau. Some changes were made in the organization. The system of 1906 required from 25 to 28 years to complete the course, that is if a boy continued his studies through the higher schools. Under the years of the lower primary were reduced from 5 to 4, the

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the Higher Primary from 4 to 3 and the Middle Schools from 5-4. There was likewise a reduction in the overcrowded curriculum of previous years. Whereas the pupil was in school from 30 - 36 hours he now attends from 22 - 30 hours as the large number of hours prevented thorough work.

Changes were likewise made in the curricula, the most important of which was the elimination of the Chinese classics. The curricula established by the Empress Dowager had really been a superposition of the western subjects upon the old classical system. Classics were still the basis of study. In the lower primary twelve of the thirty hours were given to their study. In the middle schools as much as fourteen hours were devoted to the classics. According to the post revolution plan these were dropped and the time given to the study of Chinese literature. Emphasis. In addition to the change in emphasis in curriculum another marked change was in the emphasis on the phase of education. Under the system as reconstructed by the Empress Dowager chief stress was laid on the universities and provincial colleges. After the revolution, realizing that no adequate system of education could be built up without the material furnished by the lower schools, chief emphasis was placed on primary education and this is increasingly the case. The government aims to make attendance in these schools compulsory.

Aim. There is a difference in aim likewise under the republic. Whereas education formerly was to inculcate reverence for Confucius, devotion for the public welfare and respect for the indus-

trial pursuits, the aim of the republic is to spread modern knowledge so that the people may be qualified for the duties of citizenship. The chief emphasis is placed upon moral education. In one of his 1915 addresses Yuan Shi Kai emphasized the fact that moral integrity is as much the aim of education as the acquisition of knowledge.

China's Present System of Organization and Administration
education
Administration. That the organizers of Chinese, at least, recognized its value is shown by the fact that one of the eleven departments of government is devoted exclusively to education. The Chinese system in theory at least is a strongly centralized one. At the head of the Department is the Minister of Education. He is assisted by a general council which has the oversight of all educational matters. The whole department is managed under three bureaus: that of general education which includes elementary education, secondary, normal and the education of defectives; that of technical education which has control of all higher education, the sending of students abroad, national observations and the preparation of the government almanac; that of social education which attempts to link up the life of the people with the educational enterprise through museums, zoological gardens, and lectures. To provide for close supervision sixteen inspectors are appointed all of whom must have good scholastic as well as practical training. There are likewise ten inspectors who are authorities in the arts and science. The country is divided into eight inspectorial districts with two inspectors to each dis-

trict who regularly inspect the schools. At present the tendency is to do away with these special inspectors and send other members of the bureau to perform their duties. In addition to these general inspectors there are a number of provincial inspectors appointed by the governor of each province. Their work is purely advisory. Beside the central bureau each province has a department of education, the commissioner of which is appointed by the president. He is assisted by a provincial board. This provincial educational committee appoints superintendents of the smaller districts. He is in turn assisted by a local committee. We thus find that the whole system is closely articulated. While the government regulates the organization, chooses the text books, and prescribes the curricula, still the weight of responsibility for the success of the schools depends upon the provincial and local authorities. The present tendency is to delegate still more power to the local authorities. The most recent provision is that organizing local bureaus of education subject to the local magistrate. They are to supervise the formation of local boards in smaller communities, control school funds, supervise courses of study and do all in their power to advance the education of the children in their district. To bind the educational system of the various provinces together, a yearly educational conference is held at Peking, which the various commissioners must attend. They discuss and suggest measures for the advancement of the educational interests of the country as a whole. Some such plan is essential in a country as large as China where

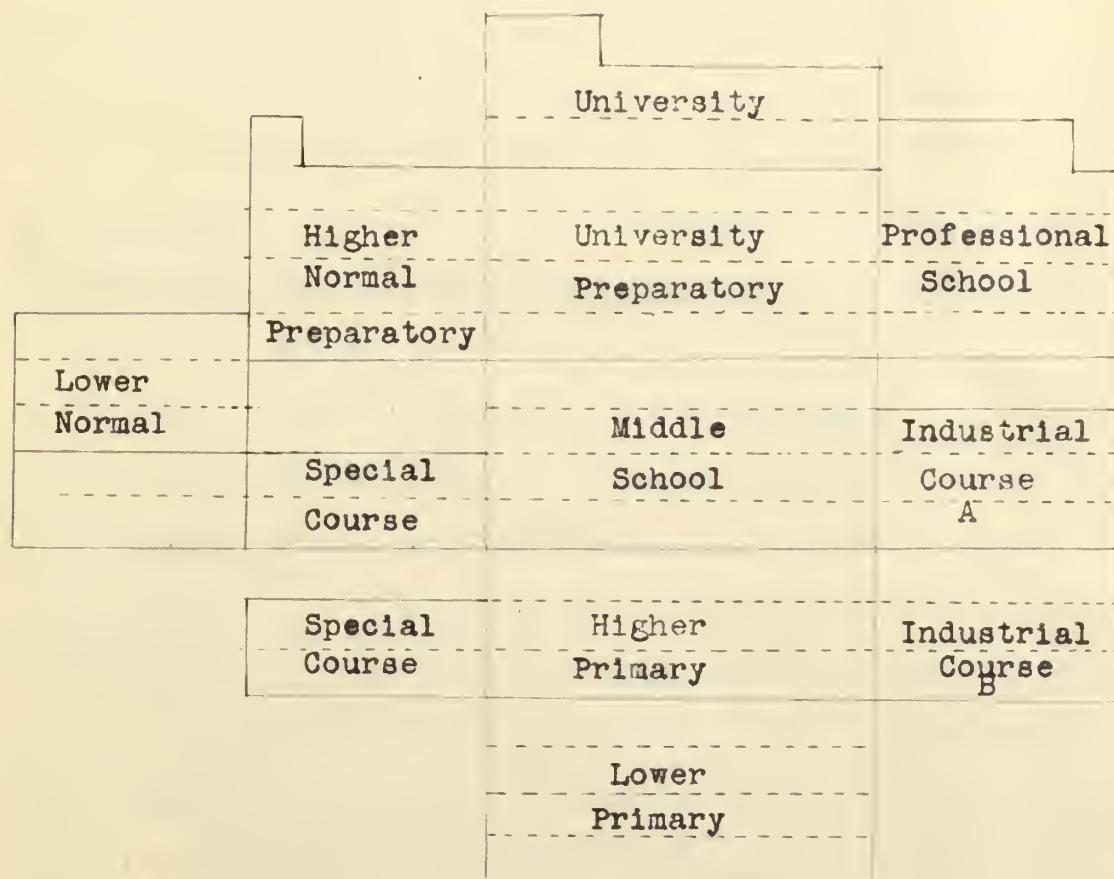


communication between the various provinces is slow and difficult.

Support. The support of her educational work is one of the greatest problems of China, which hinders her in carrying out her plans. At the same time she is under obligation to build up her industrial life, develop natural resources, build railways and telegraph systems, strengthen her army and navy and yet build up a school system for 350,000,000 people, upon which her national advancement depends. The support of education is one of the regular items of her national budget. Besides the government appropriation money is raised from income on private property, interest from deposits, tuition and fees. The government also gives official recognition for large gifts from private individuals. The government appropriations go for the most part to aid higher institutions. General education is supported by the districts in which the schools are located or by the town. The money is raised by taxing products and from interest on public lands. In 1913 the central government spent only \$5,207,215. In 1917 they appropriated about 14,000,000. According to the last statistical report issued by the government in 1914 \$93,440,000 Mexican were spent for education. Of this amount 30,000,000 was from government and local treasuries the greater amount from the latter. In a recent estimate the statement was made that at least \$200,000,000 a year ought to be allowed to maintain sufficient schools to have universal education. This gives some idea of how far short they are coming of their ideal.

Organization. China has a closely articulated system of education

from the primary school to the college, including normal and industrial training and providing for the education likewise of the larger groups of people who were denied any educational advantages in their youth. The following diagram gives some idea of the organization of their education so far as the division of school life goes.*



* China Year Book 1913



As will readily be seen this division is like that of European nations and Japan rather than the United States. The division between the lower and higher primary is in accordance with modern theories of education. It is psychological and gives an opportunity for pupils to finish at least one step in their education and receive recognition for it, a thing which is very essential in a country where the economic pressure is as great as it is in China. The government schools are all standardized as to subjects studied and the number of hours per week devoted to each, although some leeway is given for meeting local needs.

Elementary Education

To complete his elementary education a Chinese boy goes through two schools, the lower and higher primary. The aim of the primary schools is to secure the physical and mental development of the child, to lay the foundations of virtue and citizenship, to develop the knowledge and ability necessary for the child to make his way in the world. The responsibility for establishing these schools rests upon the cities, towns and villages. If these are small two or more may unite. The higher primary schools are established by districts. They are supported by local taxation and from revenue derived from public lands. Where this is insufficient tuition may be charged not amounting to more than \$.30 per month in the lower grades and not more than \$1.00 in the higher grades. The ideal of the government is to have this elementary education free and compulsory but present conditions hinder the carrying out of their plans.

Lower Primary. The lower primary requires four years with 22 — ?

of work the first year and 29 the last. The curriculum includes Chinese literature, Arithmetic, Geography, History. Hygiene, Ethics, Drawing and Handwork. From 10-14 hours a week are given to the study of the Chinese language. This includes pronunciation, the reading and writing of simple characters, Reading writing and composition. This subject is the ^{best} taught the best of any subject in the curriculum as the Chinese teachers of the old school are masters of their language. It entails a large amount of work on the part of the child for the Chinese language has no alphabet and he is compelled to learn a large number of characters to be able to speak at all. The Arithmetic work carries them through simple problems in decimals and where desired addition and subtraction on the abacus, the universal method of accounting in China.

The Geography first deals with their city and local province ,then with China as a whole. History consists of hero stories of China's great men. Hygiene gives rules for personal cleanliness. Morals or Ethics largely gives lessons on politeness and kindness toward ones parents and associates. Physical culture is not neglected. In view of China's weakness as a military power the Educational Association advises that this should be in the nature of war-like games and military exercises.

Problems

There are certain problems of moment in primary education . One is the great mortality, so many children cannot finish the more than the lower primary and many cannot even do this. It has been estimated that as high as ninety per cent drop out of school before completing the lower primary. Another estimated is

as high as 95 per cent. Another problem is presented in the lack of schools. Sometimes the pressure is so great as to require half day schools. To meet this the Department of Education in October 1914 ordered the establishment of half day schools and night schools for neglected children. The course covers a period of three years with eighteen hours a week. The required subjects are Ethics, Chinese Language. Arithmetic and Physical Training. The magnitude of this problem may be realized when we consider that there are at least 40,000,000 children under ten in China, and yet in all the government schools this past year there were only 3,643,206 scholars. Another problem is that of teachers who know modern methods of instruction. The majority cling to the old memory method of learning not developing the reasoning power of the children. Of what use are modern text books if they are still taught by the old method?

Higher Primary

When a boy reaches the age of eleven, that is if he entered school at the proper age he is ready to enter a technical or industrial school of B grade, a special course school where the trades are taught or the higher primary. The latter is a three years course requiring thirty hours the first year and thirty three the third year. He still spends from ten to eight hours in the study of the Chinese language. This includes the study of characters, reading, writing and composition. He continues his study of arithmetic, takes up a study of Chinese history in general, dealing chiefly with the biographies of fa-



mous men in the first year and the outlines of national history in the following years. Geography is studied for three hours a week, dealing first with his own country. He likewise has nature study or general introduction to science, drawing and music. During the last year three hours of English may be taken. This is especially emphasized in the coast cities where it is more valuable than in the interior. Agriculture is an optional subject. Middle Schools.

After graduating from the Higher Primary , the boy or girl has the choice between a course in a lower normal school an industrial school of A grade or a Middle School, a four years course leading on to university education. The child continues the study of Chinese at first seven hours, in the last year five. This includes not only reading and writing Chinese but a study of Chinese literature, with composition based upon the same. He studies the history of China and the world, physiography and general geography, mathematics such as we have in the high schools in the United States. Of the sciences he studies physiology, a compulsory subject, and in the last two years may take four hours of elementary biology, physics or chemistry. From seven to eight hours a week are given to a foreign language, usually English, although in the eastern provinces Japanese and German are taught. He continues drawing and handwork. China is lacking in the military spirit. For the purpose of developing it and better fitting the boys for military service the Ministry of Education advises the following regulations:

- 1, In order to develop martial spirit, every school should

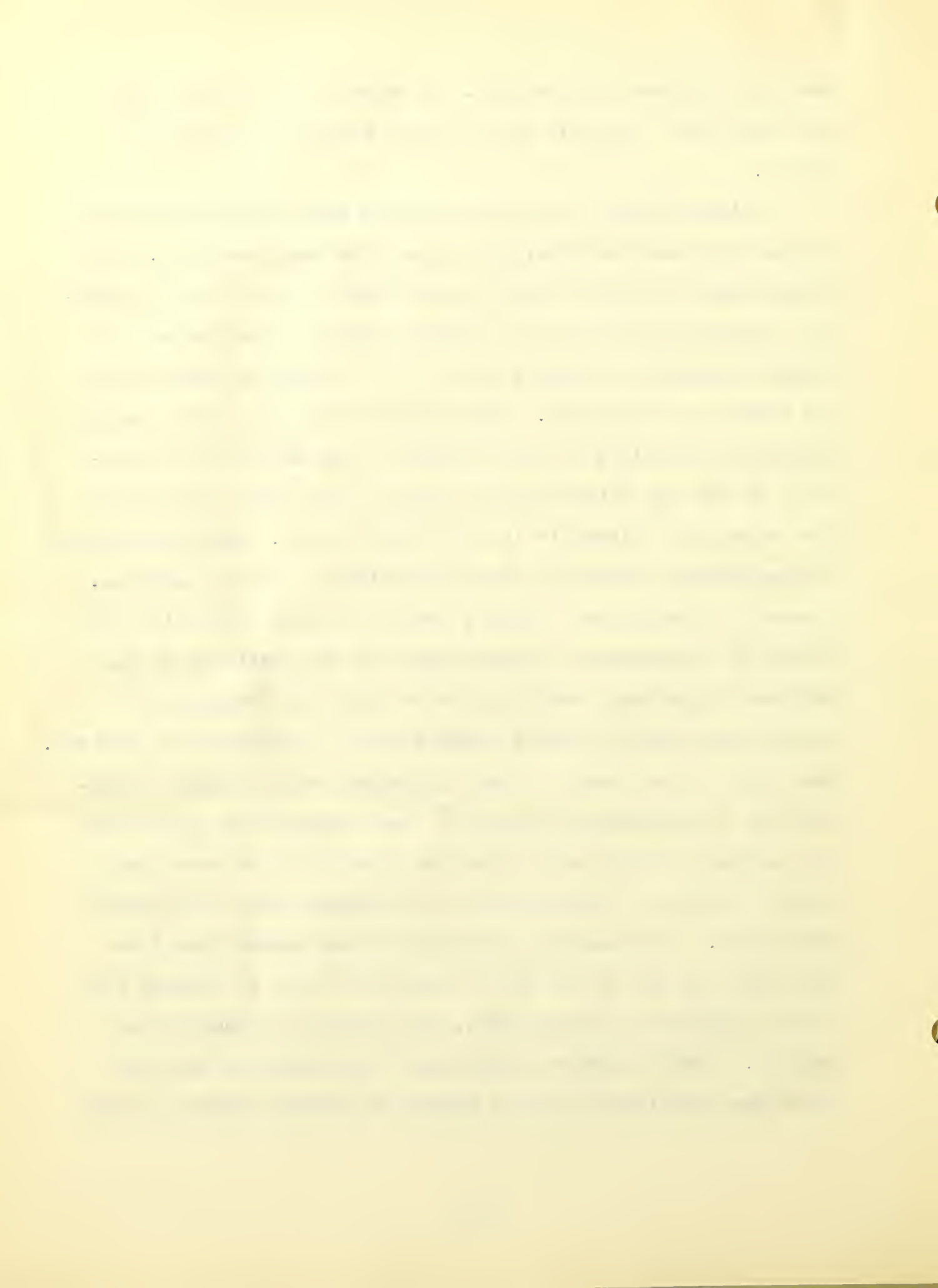
The first of these is the question of the origin of the human race. It is generally admitted that the human race is of African origin, and that it has spread from Africa to all other parts of the world. The second question is the question of the development of the human race. It is generally admitted that the human race has developed from a lower to a higher state, and that it has done so in a regular and progressive manner. The third question is the question of the influence of the environment on the human race. It is generally admitted that the environment has a great influence on the human race, and that it has done so in a regular and progressive manner.

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teach old Chinese military art. 2, School songs should have stirring tunes and text books should emphasize the martial spirit.

Middle Schhols according to government regulation may be located wherever the provincial government may determine. As at present they are only found in the larger cities, they have hostels connected with them for boarding pupils. Tuition may be charged amounting to from \$.60 to \$2.00 a month as the head of the school may determine. Teachers are chosen and their salary determined according to the standard of the Ministry of Education. So far the Chinese Middle Schools have shown too much of the tendencies noticeable in the United States. They serve merely as preparatory schools to the institutions of higher learning, instead of giving more adequate preparation for fulfilling the duties of citizenship. In the report of the Committee at the National Educational meeting, October 1916, the consensus of opinion was that the middle schhols were of no benefit to society, Less than ten per cent of their graduates went to higher institutions. The remaining ninety per cent received no preparation for earning a living and in fact were unwilling to accept any humble position. The students were separated from the life of the people. The committee recommended that stress should be laid upon the aim of the middle school-not only to prepare for further study but for life work, the ordinary occupations of society. They therefore recommended that beginning with the third year vocational courses should be offered suited to local



conditions.

Industrial Schools. For centuries the Chinese boys have been trained industrially either in the homes or as apprentices. China has been almost entirely an agricultural country. She has not developed many of the industries for which she has the resources and which she needs to give her equal standing with Japan and the Occidental nations. The industries already developed are largely manual. She has little knowledge of machinery. The modern industries which are necessary to develop her natural resources depend upon the scientific methods of the western countries. Hence her interest in establishing technical and industrial schools. Realizing the necessity of linking education and life and providing for the economic welfare of her children, the government incorporated industrial schools in its program. These include schools of agriculture, trades, commerce and continuation schools. They made provision for two grades of such schools, the higher giving complete industrial training under supervision of the government, the lower of B grade giving elementary training in local trades and established by local boards as need arises. Pupils may enter the lower schools at the completion of the lower primary course, spending three years. These schools are largely practical workshops educating little except the hands. In 1915 the Province of Kwantung reports 5 industrial schools of this grade, Kwangsi 1, Yunnan 4, Fengtien 8 and Fukien 1. There are doubtless many local schools which have not been reported. In the higher industrial schools the students must be graduates

of the lower primary. These schools teach sericulture, weaving, rattan work, lacquering, carpentry and such subjects. Courses are likewise given in mechanics and engineering.

Difficulties. China has a peculiar problem in industrial education. A writer in a recent magazine says that the problem is three fold, "old conditions, old ideals, and traditions to overcome". The exaltation of the scholar in China has led to a corresponding depreciation of industrial life and the dignity of labor. Hence people have not realized the value of such schools. One writer in referring to the Tangshan Engineering College the best in all China, says that the first students regarded carrying the rod and transit as coolies work. They showed a tendency to stand back and watch others in shop work. I give this example as an evidence of the attitude of students in the country as a whole. Fortunately this feeling is passing away in this particular school and many others but it is still very characteristic of the nation. Another difficulty is presented by the old apprentice system. Formerly the child learned a trade entirely from the manual standpoint, in some shop or store. Now employers look with doubt upon school training in these lines and continue to employ those trained in the old way.

Agricultural Schools.

¹
Bishop Bashford says, "The chief means by which the industrial capacity of China will be increased is scientific knowledge". The people are very efficient in making the most from small plots of ground but need training "in the scientific

selection of seeds and scientific improvement of fruits and grains:" As agriculture is the chief occupation of the Chinese they made special provision for this training in their course of study. Agriculture is one of the subjects required in the curricula of primary and normal schools. Special agricultural schools are maintained in the various provinces. Of the larger provinces Kwangtung in 1914 supported three such schools. Kwangsi had one school of A grade with 67 students and four of B grade including one for girls. Yunnan has one higher school but maintains forty three of elementary grade with 1,888 students. Fukien has one school of higher grade. There is an agricultural department likewise in the Government University in which courses are offered in Agriculture, Agricultural Chemistry, Forestry and Veterinary Science. Nineteen of the Chinese Indemnity Students are taking courses in Agriculture.

Normal Schools

Given a good teacher and insufficient equipment, and results are often good. But given the best equipment in the world and poor teaching and the schools will be failures. Realizing this the government maintains normal schools in the provincial centers as well as several normal colleges. The lower normal which is to prepare teachers for the primary schools requires that its students should at least be graduates of the school in which they intend to teach. The course extends through five years, one year preparatory and four regular. The subjects studied in the preparatory course are Ethics 2 hours, Chinese Literature 10, Writing 2 hours, English 4, Mathematics 6, Drawing and Music each 2 hours, physical exercises 4. In the regular course in addition to the above subjects to which less time is given each week, the student



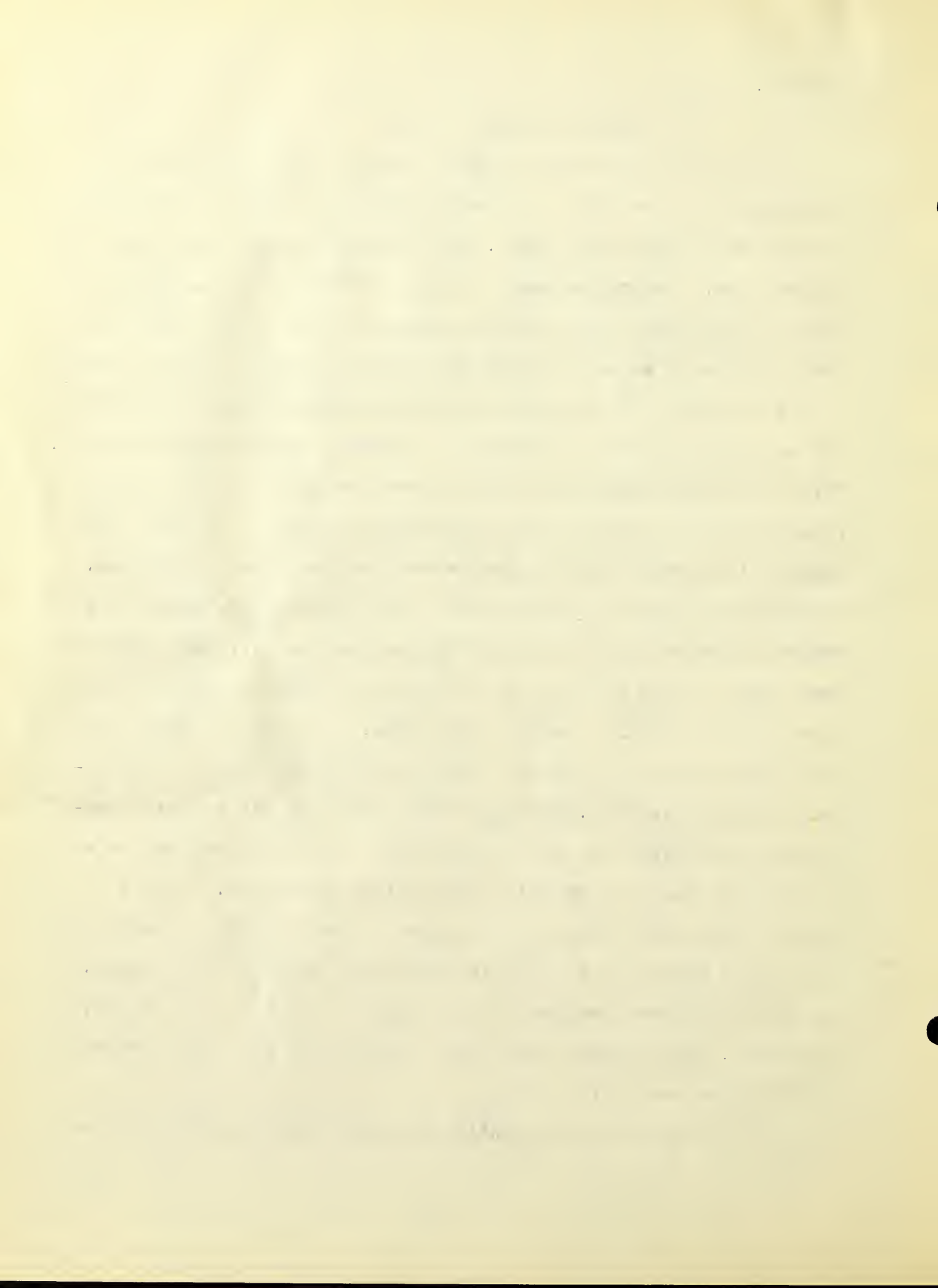
studies Educational Theory, History, Geography, Nature Study, Physics and Chemistry, Civics and Economics, Drawing and Manual Work, Agriculture for boys and Household Arts and Gardening for girls. For practice teaching an elementary school is associated with each lower normal and in the case of the girls' normal school a kindergarten is likewise maintained. These lower normal schools are established by the province or district. Their location and number is determined by the provincial government, which likewise supports them. No tuition is charged and in addition in some schools the student receives sufficient allowance to support him. In return for this the graduate must serve the government wherever assigned. In the province of Kwangsi which has a fine educational standing there were in 1915 two regular normal schools with an attendance of 357. There were likewise six schools of lectures for men and two for women. In the province of Yunnan with a population of 12,000,000 there were 7 schools for men with an enrollment of 1,477 and two for girls with an enrollment of 129. There was also a school of special subjects with an enrollment of 208 and twenty five schools of lectures with 1,304 students. To train teachers for the Middle and higher schools the government provides higher normal schools. The student must be a graduate of a middle school. The course comprises a preparatory year, three years of regular work and students may devote two years to special research. According to the latest statistics procurable there were eight of the higher schools, offering full courses. In addition to these schools every province maintains a constantly increasing number of summer schools, teachers institutes and reading courses to help those who may not have had the opportunity to attend the regular

schools.

The Education of Girls

An educational system which provides for men alone is inadequate. and yet that is practically the kind of a system China has had for hundreds of years. We cannot expect to have thinking, progressive, broadminded men when the mothers of the nation are kept in ignorance. In writing an account of American education such a division as above would seem almost foolish. What is said of the education of boys applies almost equally to that of girls. But such a division is essential in considering Chinese education. While for centuries a few select women have had the privilege of education as is shown by their celebrated women, as a whole any intellectual education of their women has been discountenanced. Confucius who set the standard for the Chinese says, "Women are as different from men as earth from heaven..... Women are indeed human beings but they are of a lower state than men and can never attain to full equality with them. The aim of female education, therefore, is perfect submission, not cultivation and development of the mind." Education for women was not entirely neglected as is evidenced by the fact that the first book on the education of women was written in the first century A. D. by a Chinese woman Lady Tsao. In the last century two books were written on the subject, the Female Instructor and Words for Women. But all these books emphasized the duty of submission taught by Confucius. They taught morals and manners but had little educational value apart from this.

The pioneers in women's education were the missionaries.



In 1844 Miss Aldersey established the first school for Chinese girls in Ningpo. For many years so great was the disbelief in women's ability to learn that the pupils had to be paid to attend. Food, clothing and tuition had to be furnished. Gradually however from the practical demonstration of the mission schools it was shown that women had just as much ability as men. So in scattered communities interest in women's education was awakened. The ground was broken and seed sown. In spite of fifty years of practical demonstration the first school for girls in China, established by Chinese was not opened until 1897. This was closed by the Empress Dowager. It was not until 1901 that the government took any interest in the subject. Dr. W. A. P. Martin in a book of that year says,* "There is almost a total absence of schools for girls. Popular opinion regards reading and writing as dangerous arts in female hands." But the edicts of the Empress Dowager in 1901 opened the way for the rapid development of female education. I have given these facts to show what a remarkable change has taken place in this respect in China. Just fifteen years ago, a woman's chance of receiving an education in China was very slim indeed. Today the government cannot supply schools to meet the demands. Primary, Middle and Normal schools exist for girls as well as boys. Recent regulations require each district to maintain one high grade primary school for girls, each prefecture one high school and each province at least one normal school. In the lower primary the girls study the Chinese language from to fourteen hours a week, arithmetic five hours, writing,



history, drawing and music are optional . In the last two years two hours a week are given to sewing. The course in the higher primary are similiar but of a more advanced nature. As yet no colleges have been established by the government for the education of girls. An evidence of the present interest is shown by the large number of schools established and in the attendance. But in spite of this interest no adequate provision has been made for giving educational privileges for all of China's girls. This is shown by statistics in three of the eighteen provinces of China. In the province of Kwangsi very progressive educationally there were in 1914 only 64 schools of all grades for girls as compared with 1,975 for boys. In Yunnan there were 244 for girls as against 4,446 for boys. According to the latest statistics, 1914, there are 4,300 primary schools, more than 250 normal and over 600 public high schools for girls. This is a remarkable advance in so short a time but when we consider China's millions it represents a small amount. Only the larger centers are being touched. In 1914 another advance in educational ideals was shown when ten young women were sent to America under the Boxer Indemnity Fund. They were however all graduates of mission schools and not educated by the state. The principle work in the education of girls is still done by the mission schools. That the government work for girls is entirely inadequate is shown by the findings of the Rockefeller Institute for Medical Research. In the report of 1915 they state that they could never hope to have a medical school of high standing for women until the educational standards were raised. China has great need not only for elementary schools

but for colleges for the better preparation of teachers especially in middle schools. Most higher primary schools have boarding departments . A recent regulation of much interest states, "Foot binding is forbidden. Girls who do not obey this rule are to be expelled."

Chinese Students Abroad

For a great many years the Chinese government has been responsible for the education of students abroad. The first group of thirty boys came to America in 1872 to be educated for the public service. Since the establishment of the new educational system, many more have gone to other countries to study. By far the larger number study in Japan. As many as possible prefer however to study in England, Germany , and America because they there get first hand knowledge. In 1915 one third of the 1400 Chinese students in America were supported by the government. Another third were supported by the provincial governments. In 1909 the first contingent were sent out under the Boxer Indemnity amounting to \$12,700,000. These students are prepared at the Tsing Hua College near Peking which is maintained by the government. There were 325 of these students in the United States in 1915. Those having the largest number were in order Cornell, Massachusetts Institute of Technology, Columbia, Michigan, Harvard, and the Universities of Wisconsin, Illinois, Pennsylvania and Chicago. One was attending West Point. 38 were taking regular college courses, 104 engineering, 11 medicine, 5 railway administration, 3 business administration, 10 law, 17 chemistry, 3 forestry, 12 agriculture, 1 architecture, 5 naval architecture, 9 education,



7 banking and finance, 16 economics, 18 political science, 7 mining and metallurgy, 1 military science, philosophy, physics and pharmacy 5, psychology 1, 4 sociology, 3 manufacturing, 25 preparatory.* In observing this list we see that a majority are taking scientific and technical courses. It is an interesting comment on Chinese education. In these modern branches she has to lay educational foundations. The country as yet cannot provide proper instruction along these lines, although she is progressing greatly and already has several fine technical schools.

PROBLEMS,

After this brief statement of the tendencies in organization and administration, it will be well to consider the most important problems they face in the attempt to realize their aims. Doubtless no country in the world is at present facing greater problems than China. Some of the greatest of these are connected with education. Among these may be mentioned teachers, the question of language or media of instruction, adequate support, the relation of mission and government schools, problems of administration, industrial education and social education.

Teachers.

In considering this problem China has apparently an insurmountable task. In 1914 there were in Chinese schools 200,000 teachers. Consider this mere handful for the schools for 60,000,000 children. (To adequately meet this problem it is estimated that China needs one million schools instead of 108,448 and from a million to two million teachers. But not only is the supply insufficient. Many are very poorly prepared. In the urgency of her need

* Report of U. S. Commissioner of Education 1915

many are employed who not only have had no training in pedagogical methods but not even in the subjects taught. The chief sources of supply have been the literati, graduates of the old Chinese educational system, graduates of normal schools in China, graduates of foreign institutions, and graduates of mission schools. Of these the training of the literati has usually unfitted them for instruction in modern schools. Many have studied little but the Chinese classics and the Chinese language. They have no knowledge of mathematics, geography or modern science, subjects which are emphasized in the present curriculum, hence are unable to teach anything but Gwei Wen. Even less do they have any ~~any~~ idea of modern methods and ideals of teaching. They are still apt to conduct recitations in the old memoriter way without developing the reasoning power of their pupils. 40,000 of the present teachers are graduates of the old schools. I should say that the majority of the elementary schools teachers are compelled to teach to the limit of their knowledge, thus they are able to impart only limited knowledge. Of those teaching in 1910 33.04 percent of those in middle schools were non graduates of normal schools, 41 percent in the higher primary and 48 percent in the lower primary. The supply of women teachers is especially deficient. The majority of teachers in the girls schools and all the teachers in the boys schools are men. The girls have to depend very largely upon the literati as it is contrary to Chinese custom to employ younger men in these schools. The other sources of supply are entirely inadequate. The grad-

uates of foreign institutions are attracted for the most part by the higher salaries and greater opportunities for advancement in other forms of government service. Only nine of the indemnity students are taking courses in education, preparing to lead the educational interests of their country. To counteract this tendency the government is requiring five years of teaching service from those who have been educated abroad at government expense. In 1914 there were 600 foreign teachers in China, mostly Japanese. Foreign teachers are not highly desirable for they cannot appreciate the racial mind of the Chinese without long residence in the country. The language is likewise a great hindrance.

The chief defect in the teaching of the natives is that of method, according to the opinion of many. While formally teaching western subjects they have not caught their spirit and depend too much upon text books. Whereas the essence of scientific education is as much in methods of reasoning and observation which it inculcates as in subject matter. The Chinese have established expensive laboratories only to find that their teachers do not know how to use such objective methods in teaching. There is yet too much of the spirit of the ancient adage, "a degreed scholar can know the affairs of the world without leaving his door." Subjects are taught from text books without any reference to the daily life of the pupils. This trait by no means confined to China will be corrected by the scientific training of their

teachers in normal schools and by the more adequate educational preparation which they may obtain. The Chinese government is also taking steps for the registration of all primary school teachers by commissions in each province. Some may be qualified by presentation of diploma and character and health certificates, others upon examination, in which the applicant must receive a grade of at least 60 percent in ethics, Chinese literature and arithmetic.

Alphabet. Another great problem is that of the alphabet. The ability to read in Chinese does not depend upon learning certain combinations of letters but the boy or girl must learn a separate character for each word. The process of learning to read and write is therefore a very complicated one. It is said that this cumbersome media adds as much as five years to the school life of a Chinese child. It likewise makes the publication of text books a very difficult matter. Several plans have been devised neither of which has been adopted by the Chinese government. One is the invention of a system of phonetics which is perhaps received with the greatest favor, because it would be distinctly Chinese. Another suggestion is the romanization of from five hundred to a thousand words, a method used by foreigners in learning the language. This has been tried out in some sections by missions in teaching older people to read with some measure of success. Still another suggestion is the compilation of from 500 to a 1,000 of the characters used in daily life. From this list all characters used in text books should be selected. Whatever the conclusion it will not be quickly reached.

Relation of Government and Mission Schools.

Existing side by side but yet with no integral relation are the government and mission schools. What shall be the ultimate relation of the two is a question of greatest importance. Mission schools laid the foundation of modern education in China. Many of the prominent men have been trained by them. The education of women has largely been and still is largely carried on by missionaries. Mr. Tao of the university of Peking said in an address given before the N. E. A. in 1915,* "The efforts of foreign missions along the line of education must be counted as one of the greatest educational influences in China. Their influence is predominant." In 1915 there were 120,796 pupils in elementary mission schools, and 17,325 in the higher schools of which 13,369 were in middle schools. They supported 120 normal schools with over 3,000 students, 24 industrial schools and 24 institutions of higher learning, many the only ones in the province where they are located. Among them are twelve modern universities inspired by the spirit of missions. The best medical schools are supported by foreigners. In many places the only educational work is carried on by missions. But all this creates a problem. The educational work should be directed by the native government and not by aliens. No foreign work can entirely interpret a thing from the Chinese viewpoint. There are however certain favorable tendencies in mission work which will help it to conform to government standards. The schools are divided according to government standards. They are also aiming at the standardization of their work. The missions have a nat-

* Proceedings of the N. E. A. 1915

ional educational association with a secretary who gives all his time to the work. There are likewise four educational unions in which all the stronger missions cooperate, one in North China, one in the South, one in Central China and one in the West. These associations aim at the standardization and articulation of the various curricula, which are with the exception of Biblical subjects those adopted by the Chinese government. They conduct uniform examinations and give diplomas for the completion of their courses. They provide for the inspection of schools, Chinese as well as foreigners being employed in this capacity. Another favorable tendency is the union of their universities, thus making strong institutions. Notable examples of these are the Universities of Nanking, Peking and of Chengtu, West China. Missionary education is likewise emphasizing the representation of Chinese on the boards. The great need is the Chinese viewpoint and the adaptation of western ideals to the best China has to offer. The spirit of co-operation is growing. In the province of Kiangsi the provincial educational association has a bureau of information to promote co-operation. In Soochow there is an educational union which includes both government and missionary teachers. A similar organization among women is found in Shanghai. The present government is making a careful study of the relation of missionary education to the national system. Suggestions have been made that this should be decided according to the regulations of the Japanese government, where a mission school may carry on one phase of a definite kind of work, have a certain government grade because fulfilling certain requirements, or become an integral part of the government

system subject to all the requirements therefore not giving religious instruction. However the subject is decided, for a great many years missionary education will still be a valuable adjunct to government education.

Social Education.

While for centuries , education in China has been the privilege of the many , we find that it has been limited to the few. It is estimated that only one man in twenty-and one woman in a thousand can read. To bring the mass of people to a realization of their citizenship, the government is attempting various social enterprises under the charge of a special bureau of the government. By the use of museums, exhibits, public and zoological gardens it is attempting to give practical education by observation. In many of the provinces lecture halls are erected where series of lectures are given upon such subjects as hygiene, public health, and self government. Where the lecture hall is not available street lectures may be easily held attracting large crowds. Many districts provide schools for the women where those who wish may have privileges denied them in their younger days, when no public educational institutions for women existed. Another evidence of interest in social education is the interest in playgrounds for children. The province of Kiangsi is taking the lead in this movement by establishing at least one playground in each of its districts. The government teachers college at Nanking is also giving a two years course in playground work in order to provide instructors. The provinces as a whole however have not been affected by the movement.

Prospects

Tendencies is a fit word to use in speaking of Chinese education. China is as it were feeling her way. She has planned much but because of the greatness of her problem has merely taken the first steps along the path of her educational development. The system is still in the experimental stage. It will take many years to bring it to a state of efficiency. The generation of students which she is now training must complete their education before she can have an adequate and efficient staff of teachers. She needs wide use of model schools for experimentation before she finds what methods and subjects are best suited to the Chinese child before she will have the most efficient curriculum. She will have to develop her internal resources and have a new standard of public honesty before she will have sufficient funds to support her schools. She must have a stable government in order to carry out the plans which she has for education. At present she has the framework of a good system. She has made a beginning. She has the opportunity and is willing to profit by it of studying the successes and failures of modern systems of education as carried out in other countries. She is anxious to study and adopt the best methods. The future is hopeful. This great nation will in time make her contribution to the sum total of the best educational theories.

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